

REPORT
OF THE
SUPERINTENDENT OF
PUBLIC INSTRUCTION
STATE OF FLORIDA,
FOR THE YEAR
ENDING SEPTEMBER 30TH, 1890.

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ANNUAL REPORT
OF
ALBERT J. RUSSELL,
Superintendent of Public Instruction,
FOR THE SCHOOL YEAR
ENDING SEPTEMBER 30, 1890.

ANNUAL REPORT
OF THE
Superintendent of Public Instruction.

OFFICE
SUPERINTENDENT OF PUBLIC INSTRUCTION, }
TALLAHASSEE, FLA., Dec. 31st, 1890. }

To His Excellency Francis P. Fleming, Governor of Florida:

SIR—In compliance with the requirements of law, I have the honor to submit herewith the Annual Report of the Superintendent of Public Instruction for the school year ending September 30, 1890.

Your obedient servant,

ALBERT J. RUSSELL,
State Superintendent of Public Instruction.

REPORT.

I have great pleasure in reporting the continued and increased interest in the public schools in every county in the State, as well as a steady advance in thoroughness and efficiency, a stricter requirement in the qualification of the teachers, and in the attention given by county authorities to institutes for teachers, in which is evinced a splendid spirit, looking to the advancement of the standard of qualification by the teachers themselves, with a view to the excellency of the profession, and its work in the school room. In addition to this is the universal increase of care and interest on the part of the people and parents, more frequent visitation and inquiry into the affairs of the school room, encouraging both teacher and pupils, and yet there is room and necessity for more of this very wholesome influence. It is hoped that very soon every parent and guardian will realize that it is a parental duty to look for themselves into the education of their children, and show by their anxious care the importance of the opportunity to them, and impress still more deeply the responsibility of the teacher in his important work.

NEW SCHOOL HOUSES.

As will be seen in table No. 5, there have been in many of the counties a large increase in the erection of new school houses, and these have been, in almost every instance, furnished and equipped with the best sittings and furniture, charts and appliances. The number of new buildings erected during 1889-1890, is, as far as reported, 93; costing \$33,004.62. The number of sittings supplied, 5,744; costing \$12,673.00. Nearly every county in the State has supplied all its schools with the excellent common school charts, embracing the entire common school course, as well as complete in physiological and hygienic instruction and illustration, published by Goodrich & Co. These and other modern appliances have added largely to the zeal and interest of both pupil and teacher, and is promotive of much good in the school room.

RESULTS.

There can be no doubt now of the results of the public schools upon the intelligence of the generation now in the school room, and it is my special pleasure to report that no less attention is given to the moral training of the pupils than the mental, by teachers and county school officers, while absolutely non-sectarian. The influence and precept tends to lead the mind of our youth to a knowledge and appreciation of their duty and responsibility to God, the Nation and the State, as well as their fellow-man, and to realize the necessity of a high moral citizenship, as well as an intelligent one.

INCREASE IN SCHOOLS.

The number of schools has been still increased, notwithstanding it had appeared at the close of the preceding school year that the State, in most parts, had been fully supplied. There have been organized and operated forty four new schools during the year, which have been supplied with new buildings, furniture and appliances, an increase of that number over the number operated last year. It is a matter of deep interest and a cause of congratulation to witness the passing away of the crude old-time school house, and, taking their places, the new are more comfortable, better ventilated, lighted and pleasant school houses; the pupils are more thoroughly interested and excited to higher and nobler things, and the people of the districts have new sources of pride stimulated by these very pleasant innovations upon the past, and are more concerned and interested. It is a fact that school privileges are ample in Florida. The immigrant cannot make a home in the State now but that he will find the school house door open to his children, and in convenient distance, unless he should choose to settle in some unsurveyed

part of the State, and even these parts are rapidly yielding to the increasing population.

INCREASE IN ENROLLMENT AND ATTENDANCE.

The increase of enrollments and attendance, as well as in the number of school houses, number of teachers, and in the amount of money raised and expended for the schools is very interesting and encouraging to all who have the intelligence, morality and efficiency of the immediately coming men and women of Florida at heart.

In order that your excellency may more easily see and appreciate their advance and increase, I will insert an extract from my report for the school year 1888-1889, ending September 30th, 1889, parallel with this report for the years 1889-1890.

Table showing condition of schools in all relations, for the years 1888-1889 and 1889-1890:

1888-1889.

Whole number of schools	2,289
Number of white schools	1,691
Number of negro schools	598
*Number of youth school age	113,647
*Number of white youth school age	60,782
*Number of negro youth school age	52,865
Total enrollment youth on registers	86,390
Total enrollment white youth on registers	53,608
Total enrollment negro youth on registers	32,782
Average daily attendance	63,652
Number of teachers employed	2,413
Number of white teachers	1,718
Number of negro teachers	694

1889-1890.

Number of schools	2,333
Number of white schools	1,746
Number of negro schools	587
Number of youth school age	113,647
Number white youth	60,782
Number negro youth	52,865
Total enrollment of youth registered	92,472
Total enrollment white youth	55,191
Total enrollment negro youth	37,281
Average daily attendance	64,819
Number of teachers employed	2,510
Number of white teachers	1,849
Number of negro teachers	661

*These three items are from the school census taken 1888, which is taken every four years, and, of course, is the same during the period of four years, and, therefore, the same in both years above.

AMOUNT RAISED FOR SUPPORT OF SCHOOLS.

For the year 1888-1889 there was received by tax in
all the counties for the maintenance of public
schools \$363,490.00
For the year 1889-1890 the amount raised is . . . 399,755.56

Increase over 1888-1889 \$ 36,265.56
Amount of apportioned proceeds of sale of lands for
the year 1888-1889 \$ 37,000.00
For the year 1889-1890 32,673.00
A decrease of \$4,327.00. This is accounted for in
the fact that there was an amount discovered as
due this fund, but in error placed in another
fund and restored and apportioned in 1889.
Amount apportioned of the State one mill-tax for
public schools in 1888-1889 was \$ 76,000.00
Amounts of same fund apportioned for 1889-1890 . 84,103.31

An increase in that fund of \$ 8,103.31

TOTAL EXPENDITURE.

The total expenditure of funds for the support of
schools for 1888-1889 is \$476,490.00
For the year 1889-1890 it is 516,532.70

Making an increase this year of \$40,042.70

The total cost to the School Fund of the county superintendency for the year has been \$25,668.33, there being 45 counties; the average expense per county has been \$570.40. Amount paid teachers' salaries, \$336,405.52; there being 2,510 teachers employed; the average salary for the school year is \$134.02; average salary of teachers per month is \$57.72⁺.

The shortest term of the year has been four months, the longest eight months; average number of days to the year, 120.

Thus is shown a gratifying increase all along the line of the public school work during the school year 1889-1890.

NEGRO SCHOOLS.

I will take occasion to repeat in this what I said in my last report in explanation of the difference in the number of the schools:

"The difference in the number of schools for the white youth and the negro, as well as in the number of negro teachers, is accounted for in the fact that the negroes have to a large extent left the rural districts and farms and are congregated in and around the cities, towns and villages, and in the fact also that in several of the counties there are not enough of them to make

more than one school, and in two or three counties no school at all, and in the cities and towns they are gathered into large schools with several teachers, while the whites are occupying the rural districts scattered all over the county and require many schools, though small in number of pupils."

THE SCHOOLS AS TO POPULATION.

Taking the present number of schools, viz.: 2,333, and placing the population of the State at 400,000, some more than the figures given out by the superintendent of the recent census, and Florida has a public school opened and conducted not less than four months in any instance for every 170 of her population, old and young, white and negro, a considerable improvement in this respect during the year 1889-1890. The previous year made it 174+ of her population to a school. The system and organization is readily administered; the county officers are faithful and diligent, good business men and thoroughly interested in the work, while the cost or expense of the system is less or as low as any other State.

COUNTY HIGH SCHOOLS.

Several counties have organized and are operating one or more of these schools, which are county schools open to any pupil from any part of the county who can grade up to the lowest grade or class in the high school. The course of study in these high schools is designed to fit the youth attending upon them for an ordinary business life, or to prepare them to enter the colleges of this or other States. Wherever they have been organized and properly conducted they have given a new impetus to school work and interest, and are doing great good for the counties in which they have been established.

GRADED SCHOOLS.

Graded schools have multiplied all over the State, and a strong effort is being made to so grade the entire counties as that, according to the capacity of the pupil, all shall start at the same point in every school, even the most remote or isolated, and pursue the same course, so that in case of removal from one school neighborhood into another the pupil entering the school at his new home will enter at the point he closed with at his former school, and go on without interruption or loss.

The entire common school course, embracing the primary branches, with the arithmetic complete, United States history complete, geography, physical and political; English grammar and elementary physiology and hygienic laws, with special reference to the effects of alcoholic stimulants and narcotics upon

the human system ; light and ventilation ; is divided into eight grades, each grade supposed to accomplish its work thoroughly in the school year.

It is the design of the State Board of Education to stress the point of some manual training in all the schools, so that some knowledge of tool craft and practical life may be had by all the youth of the State.

STATE INSTITUTIONS.

The State Institutions of Education are the Florida Agricultural and Mechanical College, located at Lake City, Columbia County; the West Florida Seminary, located at Tallahassee; the East Florida Seminary, located at Gainesville; the Institute for the Blind and Deaf-mute, located at St. Augustine; the Normal College for the training of white teachers, located at DeFuniak Springs, and the Normal College for the training of negro teachers, located at Tallahassee; tuition in each and all of these is entirely without cost to pupils, except the two seminaries described below.

FLORIDA AGRICULTURAL AND MECHANICAL COLLEGE.

This institution is designed not only to give a liberal literary education, but to impart also a knowledge of the theory and practice of economical and successful farming and an industrial training, consisting of tool craft, mechanical drawing, together with special courses in civil engineering, a business course, telegraphy and type writing, at the option of the student or his parents. An excellent faculty has been placed in charge, large and commodious college buildings and dormitories are supplied and equipped in each of their special departments and supplied with scientific apparatus and appliances, and is now ready for the literary, agricultural and mechanical education of the young men of the State. The expense of living at the College has been reduced to the minimum, being at a cost of \$9.00 per month, and wholesome, substantial food supplied. The students are offered an opportunity to reduce this by working on the farm and college grounds at an allowance per hour.

This school is, by the law creating it, one in which military tactics and science must be taught and is under military discipline and system. This, though an excellent feature of a sound education, is by no means paramount, but subordinate, and supplements the main features of the college work. It is a feature, however, admirable in that it begets a manliness of deportment and carriage, courage and thorough system.

For further information I refer to the following letter from the President, F. L. Kern :

STATE AGRICULTURAL COLLEGE, }
LAKE CITY, FLA., January 15, 1891. }

Hon. A. J. Russell, State Superintendent Public Instruction and President Board of Trustees Florida Agricultural College, Tallahassee, Fla. :

DEAR SIR—Reporting on the Florida Agricultural College, it gives me pleasure to say that this institution is making sure and steady progress in every respect, having at present a much better class of students than were ever enrolled before, and all departments are prospering in a thrifty condition.

The attendance is not quite as large as we would like, but fully as many as could be expected under the circumstances. Raising the standard resulted in eliminating the lower grade of cadets and also those of immoral character. A wholesome, moral atmosphere now pervades the college, and all are striving to attain to a high standard of excellence.

The boarding facilities are greatly improved, so that students now receive excellent board at \$9 per month, and as no tuition is charged residents of Florida, the annual expenses need not exceed \$120 per annum, including cost of uniform.

The discipline is a mild but wholesome military system which holds each cadet strictly to duty and corrects bad habits. The entire faculty and corps of cadets are in perfect harmony, and a warm feeling of sympathy and good-will prevails.

The military department is not allowed to conflict with the other lines of work, but is found to be a valuable supplement to all other training, and in no department do the cadets show more improvement than the drill in which all take a lively interest. Major H. P. Baya, Professor of mathematics, as Acting Commandant, is eminently successful.

Students are given their choice between a course in classics, English and science, or an English college course with agriculture and mechanics. About half are found in each course. In agriculture the course in lectures, text-books and field work is about the same as is offered in other similar colleges. There is an especially lively interest taken in manual training and mechanical drawing. The new Professor of mechanical engineering, Mr. H. C. Powers, is a competent and ambitious man, who is doing an excellent work, and there is pressing need for additional facilities in his department before the whole course can be taught, which, we trust, the coming general assembly of legislators will gladly supply.

The classical department, together with agriculture under Professor Whitner; the department of language and literature, under Professor Seals; mathematics and military, under the charge of Major Baya, and physical science, taught by Professor Pickell, are all doing good, thorough work, giving results which

are highly satisfactory, as are shown by the monthly examinations and reported to parents of cadets.

Our present enrollment is 103, with probably several more to enter. A few have withdrawn because of failure to maintain their standing, others on account of sickness or hard times.

By recent Act of Congress, we shall soon receive a liberal endowment from the general government, when many needed facilities will be provided, together with additional teaching force. This special endowment begins with \$15,000 for the first year, and increases by an additional \$1,000 per annum, until it reaches \$25,000 per annum, when it continues at that sum. This endowment must be equitably divided with a school for colored students, organized on a similar plan with ours.

The limit of this report precludes giving further particulars. Persons interested should send for complete catalogue and copy of our college paper.

Respectfully,

F. L. KERN,
President.

SEMINARY FOR THE WESTERN DIVISION.

The seminary for all that portion of Florida west of the Suwannee River, is located at Tallahassee and is an excellent school, doing most thorough work in a course of study as high and complete as most of the colleges of the country. It has an admirable corps of instructors and an outfit in appliances of scientific character, enabling them to impart the practical side of the school work. They recognize the necessity of a general, practical knowledge of business relations and industrial capacity, and are planning their general work to these ends.

Each county in the Western Division of the State is entitled to as many scholarships, without charge for tuition, as it has representatives in the Legislature, and tuition for others who may desire to avail themselves of the advantages of so excellent a school is placed at a very reasonable figure. Every county should be represented largely in this seminary; there are very few better opportunities, either educational, social or moral, anywhere.

A very fine, new college edifice is now near completion, and will be fully ready and equipped for the work 1891-1892, situated magnificently upon College Hill, over-looking the beautiful panorama of landscape peculiar to this section of the State. The buildings and location become no mean adjunct in the educational work of the West Florida Seminary. For further and more complete information I refer you to the letter of President G. M. Edgar, following:

TALLAHASSEE, FLA., December 30, 1890.

Hon. A. J. Russell, State Superintendent of Public Instruction:

DEAR SIR—In response to your request, I hereby submit a brief statement of the "condition, class of work, number of students, status of edifice" of this institution, to be engrafted in your annual report to the Governor of the State.

Since my last report was submitted, much hard work has been done by the faculty of the seminary, which, I am glad to be able to say, has been fruitful of good results. As a rule, the students have been studious and exemplary in conduct, and not a few of them have gained merited distinction for the high averages they have attained after being subjected to the rigid examinations required by our system. It augurs well for the future of both the students and the institution that so many of our matriculates have persevered in the effort to secure thorough academic and collegiate training before entering upon their life-work, and that, as a result, we have now four collegiate and two high school classes—the complement of classes provided for in our curriculum.

It is believed that the class of work that is required of these students will compare most favorably with that required of similar grades in the better class of colleges in the South, and that the institution is worthy to be considered an important factor in training Florida youth for citizenship.

For detailed information as to the courses of instruction, you are referred to the last annual catalogue.

Up to the present date there have been seventy (70) students enrolled. Judging from past experience, we may reasonably expect an appreciable increase during the remaining months of the session; but the number of students cannot be large until provision has been made for college boarding houses for both sexes, enabling the Board of Education to offer board at lower rates than we are able to obtain board for them in private families. It was a disappointment to the board and to the faculty that the last Legislature did not appropriate the full amount (\$25,000) which its Visiting Committee reported to be needed to erect a suitable educational building and boarding houses, and supply them with the necessary furniture and apparatus. The board wisely determined to use the \$15,000 appropriated in the erection of one good building to be used chiefly for educational purposes, leaving the responsibility of providing the boarding houses to the next Legislature. The building, which is now approaching completion, is handsome and commodious and will afford ample study halls, laboratories and class rooms for a large number of students. It is built of brick, trimmed with Georgia marble, and it is believed that, when finished, it will be pronounced to be one of the prettiest and most substantially built public buildings in the State.

It is to be hoped that the next Legislature will make the necessary appropriations to provide ample boarding houses for both sexes, to enclose and beautify the grounds, supply the buildings with all needed appliances and add a reasonable sum to the annuity of the institution to enable the Board of Education to increase the faculty and establish an industrial department for the training of both sexes in such practical arts as will fit them for the highest usefulness.

I trust, Sir, that I shall have your co-operation in the effort to secure what is needed to increase the efficiency and enlarge the usefulness of the institution.

Respectfully submitted,

GEO. M. EDGAR.

SEMINARY FOR THE EASTERN DIVISION.

The seminary for the Eastern Division of the State, all that portion east of the Suwannee River, is located at Gainesville, Florida, one among the most thriving and beautiful towns of the State; incorporated under the same laws as is the West Florida Seminary, its purpose and object is similar. In both these valuable and important institutions the very admirable plan of the co-education of the sexes prevails, and the daughters as well as the sons of the State are provided with these excellent opportunities of higher education.

It is needless for me to write of the excellence of this seminary. Its reputation has gone abroad, not only in our own State, but beyond its limits, and students from other States are in yearly attendance. It is not only imparting a liberal literary and business education, but it is prominently a military school, affording all the benefits that the system, order, manliness and regularity that discipline produces in the young man brought wholesomely under its influence. Scholarships are under the same regulations and privileges in both seminaries.

The college and barracks buildings of the East Seminary, are of recent construction and are admirable in their adaptation in their respective relations. The study rooms and lecture halls are well equipped and the corps of teachers excellent. It is an opportunity that every parent should avail him or herself of in the interest of their children. I refer to the following letter of its President, Col. E. P. Cater, for more detailed information:

EAST FLORIDA SEMINARY,
GAINESVILLE, FLA., December 25, 1890. }

*Hon. A. J. Russell, State Superintendent of Public Instruction,
Tallahassee, Fla:*

DEAR SIR—In compliance with your request, I beg leave to report as follows:

Session 1889-1890 was the most prosperous in the history of

this seminary. (See report of Board of Visitors, a copy of which is herewith sent you.)

The present session, 1890-'91, began September 25, 1890.

I. NUMBER OF STUDENTS.—Enrollment to date, cadets eighty; young ladies, twenty-seven; total, one hundred and seven. Number of Florida counties represented, nineteen; number of other States represented, eight. The representatives from these other States are not the children of winter visitors, but they are here for the sole purpose of attending the East Florida Seminary. The number of scholarship students is thirty-six; of pay students, seventy-one. Average age of cadets, about seventeen years; of young ladies, about sixteen. Several additional students are to report after the Christmas vacation, and the enrollment for the session will probably exceed that of last session.

II. INSTRUCTORS.—The Academic Board for the present session, is as follows:

EDWIN P. CATER, A. M., Superintendent.
CHAS. S. RIPLEY, Lieut. U. S. Navy. Commandant.
J. W. PATTON (V. M. I.), Asst. Commandant.
W. R. THOMAS (E. F. S. and Kentucky State Normal).
H. H. ALEXANDER (V. M. I.).
T. F. THOMAS, M. D., Surgeon.

III. COURSE OF STUDY.—*a.* Mathematics, including arithmetic, business arithmetic, book-keeping, algebra, plane geometry, plane trigonometry and plane surveying.

b. Natural science, including political and descriptive geography, physiology, physical geography, elementary physics and elementary chemistry.

c. English language and history, including English grammar, rhetoric, history of United States and general history.

d. Ancient languages, including a three years' course in Latin and a two years' course in Greek.

e. Modern language including a one years' course in French and the same in Spanish.

f. Spelling, reading, elocution, writing and drawing receives regular and systematic attention.

IV. APPARATUS.—The supply of illustrative appliances is ample for the work in geography, physical geography, physiology, physics and chemistry.

V. METHOD OF TEACHING.—Daily recitations with oral instruction, monthly examinations, annual examinations, and the final diploma examination. Much written and black-board work is required of the students.

It is to be hoped that the next Legislature will make the necessary appropriations to provide ample boarding houses for both sexes, to enclose and beautify the grounds, supply the buildings with all needed appliances and add a reasonable sum to the annuity of the institution to enable the Board of Education to increase the faculty and establish an industrial department for the training of both sexes in such practical arts as will fit them for the highest usefulness.

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f. Spelling, reading, elocution, writing and drawing receives regular and systematic attention.

IV. APPARATUS.—The supply of illustrative appliances is ample for the work in geography, physical geography, physiology, physics and chemistry.

V. METHOD OF TEACHING.—Daily recitations with oral instruction, monthly examinations, annual examinations, and the final or diploma examination. Much written and black-board work is required of the students.

VI. LITERARY SOCIETIES.—There are two literary societies which hold weekly meetings on Saturday mornings.

VII. DISCIPLINE AND MILITARY EXERCISES.—The seminary is under military discipline, and one hour daily, the hour just before sundown, is devoted to military drill. There are no military duties at any other times.

VIII. EXPENSES.—Entire annual expense, including board, lights, fuel, washing, room rent, furniture, entrance and tuition fees, books and stationery, and uniforms, \$185. For county appointees the cost is \$20 less.

IX. INCOME.—The income from the interest fund is less than \$3,000; the cost of conducting the school is \$5,000. Hence the necessity for supplementing the income by charging tuition fees for all save county appointees.

X. BUILDINGS AND GROUNDS.—The academic building and the dormitory for the residence of students and teachers are handsome, commodious, and admirably adapted to the purposes and regime of a military school.

The grounds are ample, and the drill ground is probably the finest in the State. The arrangements for lighting and heating the buildings have been pronounced by competent judges to be of the very best, and the system of sanitation has been endorsed as excellent by the highest health authority in the State.

The study hall and class rooms in the academic building, are supplied with the very best modern school furniture. I take pleasure in quoting from the Board of Visitors in their report to you for the year 1889-1890:

REPORT OF BOARD OF VISITORS.

"It affords us great pleasure to report that the past scholastic year of the East Florida Seminary has witnessed an increased attendance of students drawn from a more extended area, that an enlarged interest of parents and friends has been evinced, and a general measure of prosperity shown by its financial and academic reports.

"The number of students enrolled has been 137, which is a large increase over the previous year, and we believe the largest number the seminary has hitherto reached.

"The students represent twenty-one counties and eight States.

"Of this number fifty have been scholarship students and eighty-seven pay students. The fact that so large an attendance of pay students has been secured evinces the estimation in which it is held and the growing reputation it is attaining. As a consequence of the increase of pay students, the financial condition of the institution has been bettered, enabling it to increase its facilities.

"We are glad to observe that our people are learning to value this State institution, which has earned high commendation in the past, and offers the advantages of a liberal education at their doors, at a cost far below that required in sending their children abroad for education.

"The interest shown by the citizens of Gainesville is hearty and appreciative, and the fact that more than half the pay students came from Alachua County indicates their sense of the value of the school and their pride in its success.

"An examination of the reports of scholarship for the past year, shows that the institution has maintained its former excellent standard, and the faithfulness and zeal of its corps of Professors has been evinced in the satisfactory results attained by the several classes. All that is now needed to insure the future of the East Florida Seminary is a fair recognition of its claim by the Legislature and a generous, active support of our own people.

"Very respectfully, G. R. FAIRBANKS,
"Chairman Board of Visitors."

Very respectfully yours,
EDWIN P. CATER,
Superintendent East Florida Seminary.

STATE NORMAL COLLEGE FOR WHITE STUDENTS.

This college, instituted in 1887 by an act of the Legislature and maintained by annual appropriation, has proven a successful enterprise from the beginning. It has graduated two classes composed of both sexes, who have been eagerly sought for as teachers of public schools, and have proved quite successful in their work. The State has erected a comfortable and well adapted edifice delightfully located, and has, through the devotion and generosity of ex Senator A. R. Jones, procured a very commodious and well adapted dormitory in which students can obtain board at a very low rate and under the best regulations and moral influence. The building being contiguous to both the college building and the residence of the President, brings the whole under his personal supervision and care.

The college is furnished with a library of reference books and scientific apparatus and other requirements necessary. The course of study embraces two years, in which the Academic Course is reviewed and the higher branches taught. A preparatory course has been found essential in which is supplied the deficiencies of the preparation of the students in the public schools.

This school is doing an excellent work for the State, especially as it relates to her public school system in preparing our own young men and women to enter our schools and engage in the work. They are acquainted with our conditions, rural

and otherwise, and are prepared to adapt themselves to them and work heartily and sympathetically for improvement, while the stranger coming from other States which are older and better prepared for the work, in some respects, are sure to feel that it is a hardship to endure our country work and always seek employment in the cities, towns and villages of the State. What the State needs now, most, is an army of teachers—young men and women to the manor born, acquainted with our necessities, crudities, if you please, in some local features, and well and thoroughly qualified for the work. This school is nobly doing this very thing for the State. I have the pleasure of referring to the following letter from Prof. H. N. Felkel, President:

DEFUNIAK SPRINGS, FLA., Dec. 20, 1890.

*Hon. A. J. Russell, State Superintendent Public Instruction,
Tallahassee, Fla.:*

SIR—In reply to yours asking for a report of the State Normal College for white students, I have the honor to submit the following:

The condition of the school as to attendance and the character of the work being done is better than ever before in the history of the institution. Our enrollment to date for the present scholastic year numbers eighty-four, which is twenty per cent. in excess of what it was for the corresponding period last year. The accessions looked for at the beginning of our February term will increase the attendance to over one hundred. Our students are earnest and industrious and the work done by them is in every way most satisfactory.

The buildings belonging to the school, consisting of the college building proper, the dormitory and the President's residence are all in good condition, but the first named is without a fence, while the enclosures around the others are in much need of repairs. We would, therefore, respectfully direct attention to this matter and suggest, if the amount of funds will permit, that the Board of Education make an appropriation to provide the necessary fencing.

The apparatus belonging to the school is quite sufficient for illustrating ordinary phenomena connected with the sciences of chemistry, physics, physiology, physical geography and astronomy.

I think it safe to estimate the value of the property belonging to the school, including buildings, furniture and apparatus, at ten thousand dollars.

Respectfully yours,

H. N. FELKEL, President.

STATE NORMAL COLLEGE FOR COLORED STUDENTS.

This institution is located at Tallahassee, and was instituted at the same time as was the college for white students, and is

maintained in the same way, out of the fund appropriated for the first year, by much economy and restraint a very comfortable and well adapted building for three departments of work was erected, and the school thoroughly organized and started upon its career. There have been as yet no graduates, because of the positive need of a thorough preparation in the common school course, while the position of the Faculty and the State Board of Education is that no student can pass out with the signatures of either unless upon merit.

Since the interests and peculiar features of this school, particularly from a social point of view, are of special interest, I have requested its President to write at length upon its condition, its progress, the work done, the reflex influence upon the public schools for negro children, and especially in reference to industrial and manual training, and will therefore surrender space to his letter in reply, which follows:

TALLAHASSEE, FLA., Dec. 26, 1890.

*Hon. A. J. Russell, State Superintendent Public Instruction,
Tallahassee, Fla.:*

SIR—I beg leave to submit the following statement of facts relative to the Normal College for colored students, located in this city:

One of the chief ends of a successful and practical statecraft is to lay under tribute each and every agency which can aid to develop the well-being of the commonwealth. If the resultant happiness of a people is to be determined by the amount of good produced by all the resources at their command, it would follow that a failure to subject any one of these means to its fullest measure of development is to inflict heavy and unnecessary burdens on those who contribute to the general welfare. Drones, therefore, either from choice, or from their undeveloped powers, in the social economy of man, like the drones in the busy bee hive, fatten upon the labors of their fellows, and to that extent take away from the general prosperity. To work as well as he can, with mind and hand, should be the aim of every person in the community, and that each may be enabled to be thoroughly efficient to give his share to the common weal, should be among the first purposes of government. It is, indeed, gratifying that, however bitter passions may have been engendered consequent on the wondrous social change wrought a quarter of a century ago in this portion of our republican empire, the dominant race now recognizes the wisdom of accepting accomplished facts in its willingness to give the negro the training he needs to make him an intelligent and useful factor in the building of our State. It would, indeed, go without saying, to observe that if he were to be left in his ignor-

ance, if his latent energies were to remain free from friction with useful and intelligent activity, he must remain an intolerable burden on the forces which are moving with well-directed energies to give our State a prestige in the sisterhood of the American Union. The dominant class owe it to themselves, as a matter of duty and interest, as it is an act of the highest patriotism, to give the negro a free and fair opportunity to disclose all his productive powers, so that, becoming a partner in toil, he might rejoice with them in the fatness of the land. So well grounded, we feel, has become the conviction that the full training of this race is needed by the highest good of the State, we never expect to see a change of this policy, whatever may be the chances and changes of political parties in this State and nation. The interest manifested in the Normal college by every class and condition of citizens in this immediate part of the State, bespeaks in a small way the general determination to make the school an abiding and efficient means for the complete mental equipment of the negro. Buoyed up with a knowledge of this healthy sentiment, the Faculty of the institution are working with a will and vim justified by the sacredness of the charge entrusted to them, and the great results expected from their labors.

GENERAL POLICY OF INSTRUCTION.

Whatever may be the general and commonly accepted course of instruction, must be more or less, in detail, adapted to the special class sought to be benefited, or it will prove a failure. If education in its broadest term consists in a rounding off of all the faculties, then that course of instruction alone is most complete which will wholly draw out and enlarge the capacities of the student. The race for whom the Normal college was founded, will be, for a long time to come, largely dependent for all the helpful elements of success in life on the training given them in school. While the acquisition of letters is the main end, it is a leading aim to teach morals, both by precept and example. "Here a little, and there a little," in the injection of sound moral truths relating to home and general public life, is given at all times during school hours, when occasion arises. In addition to this, as far as press of time will permit, monthly lectures on moral or social topics are delivered. A sense of that which is ennobling, a love for the good *per se*, form a part of the daily unwritten curriculum. In the matter of social economy, we teach the doctrine that labor of the hand is the first need of the man who would be a useful and respected member of the people among whom he lives; that the poor person who regards work as a disgrace must live the life either of a shabby genteel beggar, or prey upon society and land in a felon's cell; that thrift and economy are synonymous with usefulness and respectability.

The course of study has been prepared with special view to impart the most instruction in the limited extent of time at our command. We aim not at show or reputation, but thoroughness and practicability. The students are specially drilled in the abstract sciences in which they are the weakest, while their strong linguistic powers are given the fullest exercise. The imperfect attainments in the common studies which they bring to the institution are displaced by a severe training in the same studies, when they are carried through algebra to quadratics, and through several books of geometry. In all these studies they can compete favorably with scholars of similar grade anywhere. In the Latin, the only classic thus far taught, they are carried through several books of Cæsar's Commentaries, just enough to give them a proper foundation to continue the study of the thoughts of the iron-hearted masters of the ancient world, after graduation. Although it is less than two years since the senior class began the study of Latin, several of them can now read Cæsar with an ease and elegance that would do credit to scholars who have been engaged twice the length of time in studying this language.

INTEREST IN ATTENDANCE ON THE SCHOOL.

The surest test for the appreciation of the race for the school is in the sacrifices made by patrons in sending and maintaining scholars here, and the eagerness of the latter to avail themselves of the opportunity offered them for instruction. With limited means, or from daily earnings, parents send their children to this school from distant parts of the State, and meet all the financial engagements incident to the education of a young person, during the entire session of nine months. Although this is the second year since the school has had dormitory halls, not only has every patron met all his obligations, but the demand for more room in the dormitories is restricted by our inability to provide for any more new-comers.

The promptness and regularity of attendance at the daily sessions of the school, is another proof of high appreciation. No severer punishment for breach of discipline can be inflicted on any of them than to be ordered to leave school for even part of a day. They seem to feel that every day and hour are too precious to be lost from the prosecution of the purpose for which they have come hither from their homes. This strong regard and attachment for a school but lately established, is one of the most pleasing features which promise for it, let it be hoped, a long career of usefulness. The number of students enrolled since the opening of the first session, Oct. 3, 1887, to date, is 134, embracing a representation of eighteen counties. The attendance for the last and current year is 74, with a larger

number from counties outside of Leon than at any time since the beginning of the school.

The senior class of six members will graduate and leave us next year to go forth as the vanguard of many similar bodies to engage in the important work of training the youth of the State. Wherever the services of our undergraduates have been once had, there they are held most in demand—a testimonial to their efficiency and the need of them as workers in the common schools.

THE WANTS AND INDUSTRIAL FEATURE OF THE SCHOOL.

The pressing need of the institution is enlarged facilities to prosecute its work on even line with the purpose for which a was founded. It is in sad need of a dormitory hall for each of the sexes, and the necessary land on which to build. The school can never fully meet the requirements of its creation, until it is enabled to house all students who may apply. In a land and age where uninterrupted peace is increasing the population at a rate almost baffling belief, where the learned professions are being overcrowded, and where the contest for bread is becoming so keen that to be classed in the list of "survival of the fittest" means the possession of hands most skillful and versatile in the mechanic arts, it were as cruel as it would be impolitic to fail to train the young people in ways and means to obtain a livelihood by the sweat of the brow; and this fact applies with greater force to the youth of a poor and laboring class. The State could hardly place its money at better interest for the return that must follow in time, than in the expenditure of means to building up the industrial feature of the Normal College.

With her scanty resources she has done nobly; but having ventured thus far, she cannot go amiss in continuing to foster, strengthen and solidify the schools with ample means.

Grateful for that which the Legislature and all departments of the government, and chiefly that of Public Instruction, have always cheerfully given in assuring the success of the Normal College for Colored Students, I have the honor to be,

Very respectfully,

T. DES. TUCKER.

INSTITUTE FOR THE BLIND AND DEAF AND DUMB.

This institution is located at St. Augustine and is designed to be a public school for those youth of both sexes who are afflicted with blindness, or who are deaf and dumb, and is therefore supplementary to the public school system; it is supported and maintained by regular Legislative appropriations, and is free of any charge for tuition or board, while clothing is supplied those whose parents are unable to furnish them. The buildings were

erected by the State on a lot of five acres of land donated by the citizens of St. Augustine, and is most favorably situated.

In its course of instruction the teaching of speech is prominent, and many of the pupils have been taught to speak and read intelligibly. The main feature of instruction, however, is in the sign language, by which it is thought the mind can be more certainly and thoroughly reached and stored with useful and practical knowledge; lip reading is also used and taught. Every means in the power of the faculty will be used to fit these unfortunate ones for the conflict of life and make them useful citizens and not mischievous drones in the human hive, and therefore probable criminals, if neglected.

Instrumental music and basket making are taught the blind, and other useful work, while gardening, printing and lathe work in wood are taught the boys who see, and general housewifery the seeing girls.

For further details as to number of pupils in attendance, the condition of the buildings, necessities and prospects, I refer to the letter of the principal, Professor Wm. A. Caldwell, which follows:

ST. AUGUSTINE, FLA., December 31, 1890.

*To the Hon. A. J. Russell, State Superintendent Public Instruction,
ex-officio Secretary of the Board of Managers of the Florida
Institute for the Deaf and the Blind:*

SIR—I beg to submit the following report of the school which I have in charge:

My own connection with this institute dates only three months back, so that I am unable to speak of its condition previous to that time. I found in entering upon my duties here that the impression had gotten abroad in the State that the school had permanently closed, owing to the resignation of my predecessor. It took some time to remove this erroneous idea, but we have been successful in recalling most of last year's pupils, together with quite a number of new ones, so that we have now, I am told, more than were ever present at this season before, and enough others are promised after the holidays to exceed any number that has ever been here at any previous time.

The pupils now present come from the following counties: Alachua, 6; Duval, 6; Jackson, 2; Lake, 1; Levy, 1; Marion, 8; Nassau, 2; Orange, 1; Pasco, 1; total, 28.

While it is true that the school will certainly have a larger attendance this year than ever before, it is also true that but a small portion will be here of those entitled to admission. It is no uncommon thing to hear the parents of a new pupil say, "We did not know there was such a school in Florida, or we should have had our child here before this."

In order more extensively to advertise the school I have prepared a circular at your suggestion, addressed to the various superintendents of the county schools, earnestly requesting them to inquire of the teachers, and especially of the scholars in the public schools, whether there are any deaf or blind children in their neighborhood. In this way it is hoped that the knowledge that there is such an institute may be spread through the State, until all of school age are brought under instruction. The present indications are that we shall be crowded for want of room before the close of this term, and our buildings would be utterly inadequate for the accommodation of one-third of the children in the State that belong here. It would be a great injustice, however, if we are compelled from lack of room to turn any away, and it is hoped and believed that the legislature will continue to make ample provision for all who seek admission.

It is generally recognized now that the founding and support of schools of this character are not so much a work of charity as of economy and forethought. Whether it is better to make intelligent, self-supporting men and women of these children, or leave them to grow up in hopeless ignorance, often dangerous, irresponsible beings, is a question that does not admit of debate.

An important part of the course in schools of this kind is the training of the pupils in trades and household duties, so that on leaving school they may be able to take up their share of life's burdens in their homes, and be a help instead of a load to their relatives. I regret to say that our facilities for teaching trades here are very incomplete. We ought to have a carpenter shop, a printing office and a blacksmith shop for the boys. There should also be more appliances for kindergarten work, such as clay modeling, painting with water colors, etc. Such things train the fingers and eyes of the little ones and keep them out of mischief at the same time. I hope also to have the older girls instructed in cooking and needlework before the close of the term.

The health of both officers and pupils, with a few exceptions of slight importance, has been excellent so far.

The system of instruction that has been followed heretofore will be continued, except that more attention will be given to written language. Just as it is true that all persons cannot become expert penmen, so is it true that all deaf children cannot be taught to speak. In those cases where the mental development of the child would manifestly be retarded by waiting for him to attain even an imperfect and uncertain mastery of the vocal chords, it is deemed advisable to substitute writing for speech, and to train him to use the pen or pencil instead of his tongue for communicating his thoughts. I am not alone in this opinion; it is the avowed belief of the ablest instructors in our

line of work that our aim should be "the greatest good to the greatest number." At the same time I desire to testify in this connection to the excellent results in speech and lip-reading attained during Mr. Terrell's management of the school.

The following changes have taken place in the corps of officers and instructors:

Mr. Park Terrell resigned his position as principal and was succeeded by Wm. A. Caldwell.

Mrs. Laura A. Caldwell succeeds Miss A. L. Williams as matron.

Miss Oakley Bockee takes the place of assistant matron.

The vacancy caused by the resignation of Miss Kate King has been filled by the promotion of Miss Macmillan. This still leaves a vacancy in our ranks which has not yet been filled.

Miss Luna Sims continues in charge of the blind pupils and has added instruction in music and bead work to her other duties.

Mr. Andrew Thompson succeeds Mr. A. J. Marshall as supervisor of the boys. Respectfully submitted,

WM. A. CALDWELL,
Principal.

INDUSTRIAL TRAINING.

This important feature of popular education, now attracting so much attention throughout the country, has not been neglected in this State. The school authorities, State and counties, have had it in view, and in several of the public schools in cities where large numbers of youth are gathered into the graded schools this feature has been very successfully introduced. It has become a point of deep and pleasant interest in every case to both teacher and pupil.

In the Agricultural and Mechanical College, in the graded school at Pensacola, in the large graded school for negro youth at Jacksonville, in both the State Normal colleges, one for white students and one for negroes, it is taught in these latter with special reference to training teachers for their special work of teaching.

In all these telegraphy, type-writing, mechanical drawing, a knowledge of steam power and the boiler and engine, printing and the use of tools and implements employed in the arts and trades are taught, students being required to make articles of use in the practice of tool craft.

It is to be regretted that so large a number of the practical farmers of the country are totally unable to stock a plow properly, or to go to the farm forge and point a plow, or forge and weld a link in a broken trace, or do for themselves any of the so often required things of the farm, but when an accident oc-

curs to wagon, plow, harrow, or any of the manifold, necessary implements, they must quit the field and repair to the smith or wheelwright, however distant, to do that for them which, if skilled themselves, they could have done at home, with their eyes still upon the farm, in much less time frequently than that required to make the trip to and fro.

The Board of Trustees of the Agricultural College are disposed to see that as many of the students as desire, or who may be led, shall leave the college equipped in this particular line as fully as in the line of the literary; that is a noble way from the plow, anvil, engine and bench and field to an hour or more with Virgil, or mathematics, philosophy and astronomy, and back from these to the plow and anvil, with adaptability to either and use for both. Such knowledge makes a complete man.

REFORMATORY SCHOOLS.

I must again call Your Excellency's attention to the absolute necessity for a School of Reform, into which vicious and vagrant boys and girls may be placed upon proper adjudication, and be educated and taught useful vocations of life, and, under God, be returned to human society useful and honorable men and women. Such a school would not act only as a curative of the evil, but to a great extent as a preventive of that class of youth which proves such a curse to the cities and towns of the State, and who make the inmates of the prisons and the brothel.

I receive frequent letters from parents and relatives asking if there is no school in the State where their boy or boys may be subjected to a rigid discipline and be thoroughly restrained. Such a school is very much needed and, if properly managed, would soon become largely self-supporting.

I will suggest that a certain portion of the Common School Fund be set apart annually for the support of such a school, since some of these boys and girls will come from almost every county; each county will be the recipient of the benefits of such a school, and hence the equity in the use of a part of the fund mentioned for the purpose.

TEACHERS' INSTITUTES.

Although I have not been able to hold and conduct teachers' institutes as heretofore, because of the refusal of the Legislature to make the usual annual appropriation, yet many of the counties, realizing and appreciating the great importance, benefit and usefulness of these schools for teachers, have by dint of economy and determination held them during the spring and summer months, some for two months, one month, two weeks and one week, and most excellent and permanent work has been done and has been telling upon the schools in the class of work

accomplished, and the children of the people have received the benefit.

The counties holding them have been Polk, two months; Hillsborough, one month; Marion, one month; Putnam, Washington, Jefferson, one month; Columbia, two weeks; Levy, one month; Bradford, two weeks; St. Johns, one month; Escambia, two weeks; Lake, Sumter and Pasco. The teachers assembled in these have all been earnest in their request for a repetition and increase of term.

ARBOR DAY, 1890.

In a hearty, responsive sentiment many of the counties faithfully and joyously caught the spirit of your proclamation setting apart a day in February, 1890, to be observed as Arbor Day, and inviting all the public schools to participate in using appropriate exercises and in planting trees. The result of that day, I am happy to report, exceeds all its predecessors. Reports have been received from 32 of the 45 counties, and are as follows in the aggregate:

Thirty-two counties reported. There were participating 769 schools, 26,525 pupils, 5,154 parents present at the various schools, 11,069 trees planted. Upon investigation and reports made I safely estimate there are now living and in a flourishing condition 30,000 forest shade trees and fruit trees, out of 55,000 planted since Arbor Day was inaugurated in this State in 1886. Beside these and the inestimable blessings that will flow from them, the lessons of a lofty and inspiring character so repeatedly taught and felt by so many parents and children, lifting the thought to God, the "God of the granite and the rose," though invisible yet everywhere present in the activities of His creation. Who can estimate the results of such a work, made such a joy?

I am glad to report a steady growing approval and appreciation of the day and its uses and benefits in the minds and hearts of the people everywhere, and a still more earnest desire for its continuance comes to me from many sources.

The State institutions of learning all participated, and the result of Arbor Day is to be seen upon the grounds. Notably is this the case in reference to the Agricultural and Mechanical College; beautiful and thrifty oaks and other evergreens adorn its campus, and will, in the very near future, furnish delightful shades and open air study places.

TABLES.

For detailed information, statistically and financially, I refer you to the tables at the close, which will show the number of children of school age, the number enrolled, the number in daily average attendance, the amount of funds raised by the counties

and by the State, and accruing from the invested Common School Fund, and expended for the school year 1889-1890, ending September 30th, 1890.

CONCLUSION.

Again I am under many obligations to Your Excellency for the warm and hearty sympathy you have given to me in the discharge of my constantly increasing work, as well as the deep, unfeigned interest you have shown in its results and progress.

I am gratefully pleased to report the complete harmony prevailing throughout the entire system, specially as to the county and State school authorities. Our system is excellent and I know of no change in the present law that I would suggest.

REGULATIONS

PREPARED BY THE STATE SUPERINTENDENT OF PUBLIC
INSTRUCTION AND ADOPTED BY THE STATE
BOARD OF EDUCATION.

OFFICERS.

REGULATION 1.—QUALIFICATIONS.—Persons, to be eligible to appointment to offices in this department must be well endorsed as possessing, substantially, the following qualifications:

“They are personally known to us as citizens of good moral character, upright, responsible, possessing a fair education, and desirous of extending the benefits of free public instruction to all classes of youth. As officers, they will be found competent, impartial and faithful in the performance of their duties. For these reasons we commend them for appointment.”

REGULATION 2.—School Supervisors will be governed, in the general management of their affairs, under the directions of the Board of Public Instruction of the county.

TIME OF ISSUING CERTIFICATES.

REGULATION 3.—Although a Board of Public Instruction may examine teachers and grant certificates, at any time, or authorize the County Superintendent to do so, which may continue in force in the county for one year from date, yet it may be found desirable to fix upon certain days and places at which this particular duty will be attended to. Certificates may be issued to expire within the year, to correspond with the times of holding the meetings. By such an arrangement, both the board and teachers would be accommodated.

Ample notice should be given of all such meetings by the County Superintendents, so that every teacher, or person desirous of teaching, may have the opportunity of preparing for the examination.

REGULATION 4.—All applicants for First Class or State Certificates, must apply through County Superintendents, under whom they are employed, and have the endorsement of both the Superintendent and Chairman of the County Board of Public Instruction in every case.

Examinations will be conducted at, or during, County Institutes as far as possible.

REGULATION 5.—TEACHER'S CERTIFICATES OF THE FIRST CLASS will be granted by the State Superintendent of Public In-

struction to eminently successful teachers of the second class who, on examination, answer 85 per cent. of the questions submitted in the branches usually taught in high schools.

Graduates of normal schools may receive First Class Certificates without examination, who hold diplomas from colleges of undoubted reputation and other colleges in which Pedagogics are taught. No exception will be made to this regulation except the State Superintendent shall have strong and satisfactory reasons for the same.

REGULATION 6.—Third and Second Class Certificates will be issued by the County Boards of Public Instruction based upon the following:

Any person, to be considered a teacher in the meaning of the school law, or entitled to compensation for services or any of the privileges and immunities of a teacher, must, at the time of performing the services or claiming the immunities, hold a teacher's certificate unimpaired by suspension, revocation or limitation.

ELIGIBILITY.—A candidate for teaching, to be *eligible to an examination*, must produce satisfactory evidence of being of strictly temperate habits and maintaining a good moral character.

And—

1st. To be able to read intelligently from any school reader in common use, and properly teach the same.

2d. To spell correctly the words of any ordinary sentence.

3d. To be able to write well and teach the same.

4th. To solve readily the questions involving the rules of arithmetic, to square root, and to explain the principles on which their solution depends.

5th. To have a general knowledge of geography; as the location and boundaries of continents; the relative positions of the principle countries, oceans, seas, and rivers; the boundaries and capitals of the United States and of several States and Territories, and the counties and rivers of Florida.

6th. To have a general knowledge of the history of the United States and of the State of Florida.

7th. To have a good practical knowledge of school organization, classification, management and discipline, and of the arts of interesting youth and imparting instruction.

Rule.—No certificate will be issued to applicants who, on examination, fail to answer 75 per cent. of the questions submitted in the above branches for a Third Class Certificate.

The following for a Second Class Certificate:

SECOND CLASS.—In addition to the foregoing qualifications,

a candidate for a Second Class Certificate must, on examination, be able—

1. To read with ease and accuracy.
2. To write a plain, free hand, and teach the same.
3. To spell correctly.
4. To solve readily the questions in any practical arithmetic in common use.
5. To have a good knowledge of geography.
6. To be familiar with the English Grammar, so as to apply its principles correctly in composing, spelling and punctuating a letter, or an ordinary sentence.
7. To have a good knowledge of the outlines of general history, and especially that of the United States and of Florida.
8. To be acquainted with the elements of book-keeping.
9. To understand and be able to explain the principles which underlie the branches taught.
10. To understand well the proper organization, classification, management and discipline of a school, the improved methods of teaching, and possess good self-control.

No applicant will be awarded a certificate, who, on examination, fails to answer 80 per cent. of the questions proposed in the above branches.

REGULATION 7.—The State Board of Education are deeply impressed with the fact that the large majority of the children in attendance upon the public schools are the children of the poorer people, and will fill the large and important classes of farmers, workmen, mechanics and artisans of the State, and that to impart to them only the knowledge to be derived from the school books, excellent and necessary as it is, will but illy equip them for the sphere of life to which in Providence and circumstances they are very sure to be called, and are still more impressed with the necessity of imparting to them some knowledge (to the boys especially) of the useful and necessary tools and implements used in the arts and trades, and to the girls some training in sewing, cookery and housewifery in general by simple illustrative lectures or talks upon their use, and the general principles involved, so that a taste may be cultivated for these very useful and important vocations in life, and some knowledge imparted of them, but mainly to impress them with a true and proper conception of the honor and dignity of honest labor. County Superintendents and Boards of Public Instruction are urgently and specially called upon to give their earnest attention to this very important feature of school work and instruction.

REGULATION 8.—The evil of intemperance abroad in the land demands the attention of all true men and women every-

where, that its tide may be turned back, and the great social evil abated, therefore the State Board of Education call upon all County Superintendents and County Boards of Public Instruction to see that the pupils are from time to time, as the regular work and duties of the school will permit, impressed with the evils flowing from the use of intoxicants and narcotics morally, physically, socially and financially, so that a wholesome conception of the evil and ruin wrought by them may be had by every pupil.

REGULATION 9.—As the spirit of the school law clearly intends to prevent entanglement at all possible by contracting or bargaining among members of the County Boards of Public Instruction, therefore the State Board of Education would most earnestly admonish all members of these Boards to entirely refrain from the employment of persons in any manner who are nearly allied to them by the ties of relationship, specially of a close nature, and would especially suggest to those who in the past have been thus situated to free themselves at once of the entanglement, and that in the future no one will be recommended for appointment in any relation in the school work who contemplates such employment.

A very considerable part of the dissatisfaction which does exist in some school neighborhoods is created by this condition of affairs, and the general cause of education in the State must be relieved of it.

REGULATION 10.—All teachers should of their own purpose seek from time to time to advance the class of their certificates by diligent and persistent study and the constant reading of the best journals of school work, and books treating methods, discipline and government of the school, and so pass from the lowest to the highest grade of certificate, and carry with it the increased capacity for the true work of the school room.

County Superintendents discovering a disposition on the part of certain teachers to remain content with any certificate they may be fortunate enough to obtain, exhibiting no desire to rise higher or to become better qualified for their important work, should at once report the same to the Board of Public Instruction and recommend their removal from the corps of teachers in the county.

The authority for making these Regulations will be found in the School Law Pamphlet, pages 7 and 8, section 13, clauses 5th and 11th.

TABLE NO. 1.

COUNTIES.	Whole Number of Schools.	Number of White Schools.	Number of Col- ored Schools.	Total Enrollment, including both Races.	Average Attend- ance, including all Colors.	Number of White Children En- rolled.	Number of Col- ored Children Enrolled.	Number of Teach- ers in all Schools.
Alachua	105	62	43	5843	3356	2651	3192	132
Baker	37	32	5	1069	720	821	248	39
Bradford	51	43	8	2338	1732	2016	322	60
Brevard	44	39	5	687	532	599	88	44
Calhoun	27	20	7	680	400	490	190	27
Clay	52	44	8	1257	834	994	263	56
Columbia	71	46	25	3073	2028	1638	1435	78
Citrus	33	30	3	572	445	499	73	33
Dade	8	8	.....	170	152	170	.....	19
Duval	81	49	32	4296	3290	1820	2476	134
DeSoto	57	56	1	1630	1302	1612	18	54
Escambia	52	34	18	3380	2291	1997	1383	74
Franklin	7	5	2	550	.....	333	217	11
Gadsden	77	43	34	3190	2115	1088	2102	81
Hamilton	66	45	21	1949	1090	1257	692	69
Hernando	26	18	8	651	459	445	216	26
Hillsborough	73	66	7	2777	1878	2414	363	83
Holmes	41	40	1	1304	723	1284	20	40
Jackson	79	48	31	4287	2358	1839	2452	82
Jefferson	62	32	30	4018	2168	992	3026	76
Lafayette	43	42	1	901	619	874	27	42
Leon	59	25	34	3789	2530	540	3249	64
Levy	54	41	13	1814	1091	1192	622	56
Liberty	13	6	7	328	220	151	177	13
Lee	15	14	1	263	182	253	10	15
Lake	63	50	13	1801	1438	1365	436	70
Madison	81	45	36	3714	2684	1506	2208	85
Manatee	37	36	1	812	649	776	36	39
Marion	113	73	40	5085	3134	2286	2799	135
Monroe	8	6	2	1455	485	856	599	25
Nassau	58	41	17	2126	1831	1187	939	69
Orange	83	69	14	2615	2215	1865	750	93
Osceola	21	20	1	796	463	752	44	25
Polk	80	75	5	2276	1765	2120	156	91
Putnam	76	50	25	2682	1735	1458	1224	84
Pasco	37	36	1	1175	669	1160	15	41
St. Johns	32	25	7	1363	1080	837	526	50
Santa Rosa	71	60	11	2384	1715	1752	632	72
Sumter	38	30	8	1417	1006	993	424	46
Suwannee	69	46	23	3035	1883	1700	1335	75
Taylor	31	30	1	679	350	636	43	27
Volusia	63	50	13	2069	1378	1509	560	72
Wakulla	28	19	9	725	476	495	230	29
Walton	53	48	5	1782	1143	1551	231	55
Washington	58	49	9	1765	1103	1405	360	54
Totals	2,333	1,746	587	92,472	60,819	55,191	37,281	2,510

TABLE NO. 2.

COUNTIES.	Assessed Value of Property, Personal and Real, in County.	Number of Mills Levied.	Amount of School Tax Raised for the Year.	Amount Received from Common School Fund.	Amount Received from the State One Mill Tax.	Value of School Property and Grounds.	Value of Furniture in Schools.
Alachua	\$ 4,052,222 16	4	\$ 26,117 04	\$ 2,384 14	\$ 6,308 84	\$ 22,490 00	\$ 4,185 00
Baker	644,539 00	4	3,451 90	320 16	816 19	2,930 00	555 00
Bradford	1,280,540 00	4	6,451 14	545 20	1,391 20	9,325 00	1,650 00
Brevard	1,245,276 00	4	5,840 11	154 17	645 02	4,850 00	525 00
Citrus	958,198 00	4	3,993 83	199 81	509 86	2,155 00	405 00
Calhoun	404,346 00	3	2,318 75	232 58	593 48	1,265 00	.....
Clay	1,554,242 90	3½	8,489 40	456 46	1,164 76	6,903 00	1,405 00
Columbia	1,612,000 00	4	13,254 89	1,123 75	2,877 50	9,200 00	2,210 00
Dade .....	.....	.....	.....	29 29	74 74	3,000 00	300 00
Duval	9,600,000 00	3½	34,838 20	2,117 00	5,402 00	50,650 00	6,000 00
DeSoto	500,000 00	3	10,562 59	517 94	1,321 64	.....	242 00
Escambia	3,948,679 00	4½	20,722 18	1,446 39	3,693 35	27,662 07	3,835 00
Franklin	610,488 00	4½	3,656 38	177 48	452 88	7,000 00	1,000 00
Gadsden	1,063,945 00	3	4,304 88	1,337 77	3,413 62	8,900 00	1,490 00
Hamilton	1,262,450 19	3	4,127 79	722 97	1,844 82	18,395 00	2,855 00
Hernando	794,040 00	4½	4,910 64	225 91	576 46	5,350 00	490 00
Hillsborough	4,032,190 02	4	18,630 79	1,021 38	2,606 28	21,135 00	3,977 00
Holmes	556,944 00	4½	3,076 19	415 28	1,059 68	2,250 00	.....
Jackson	1,740,941 00	3	4,170 43	859 37	2,192 62	.....	.....
Jefferson	1,683,994 00	3	5,520 34	1,969 97	5,026 82	4,575 00	306 00
Lafayette	851,601 00	5	4,258 05	350 32	893 92	.....	.....
Lake	3,547,256 00	4	18,242 36	696 29	1,776 04	21,480 00	1,735 00
Lee	988,084 00	4	3,964 18	91 64	233 84	4,775 00	865 00
Leon	2,069,828 33	3	8,078 00	2,227 28	5,677 28	17,155 00	2,550 00
Levy	1,257,000 00	5	7,156 07	471 54	1,202 50	5,325 00	700 00
Liberty	309,694 00	4	1,110 00	118 90	303 40	995 00	167 00
Madison	1,522,050 00	3	5,529 50	1,147 11	2,959 66	7,925 00	1,050 00
Manatee	1,300,000 00	3	3,646 69	193 72	494 37	3,800 00	1,310 00
Marion	5,018,721 47	4	24,312 04	1,999 26	5,101 56	32,080 00	4,512 00
Monroe	1,500,000 00	4	13,669 43	1,298 91	3,314 46	18,500 00	1,650 00
Nassau	2,098,901 00	5	10,791 23	871 23	2,062 38	17,820 00	2,635 00
Orange	5,330,259 55	4½	26,659 63	832 30	2,123 80	40,373 00	11,542 00
Osceola	1,467,201 04	3	4,400 59	265 93	678 58	4,200 00	635 00
Pasco	1,334,080 00	5	7,470 05	356 96	2,003 92	10,615 00	1,552 35
Polk	3,791,073 91	5	16,468 42	785 32	2,017 98	23,775 00	1,500 00
Putnam	4,090,855 99	3½	14,317 99	790 83	912 16	2,900 00	40 00
St. Johns	2,600,000 00	4	10,282 24	611 61	1,560 66	22,500 00	1,935 00
Santa Rosa	1,317,350 00	5	9,436 42	716 01	1,827 06	2,760 00	200 00
Sumter	1,631,534 47	4½	3,958 50	398 17	1,016 02	6,125 00	1,170 00
Suwannee	1,654,693 00	4	6,935 78	599 43	1,529 58	4,330 00	2,450 00
Taylor	348,890 00	4	1,395 56	268 54	685 24	1,465 00	.....
Volusia	4,183,600 00	4½	21,537 20	534 18	1,363 08	24,839 60	5,718 00
Wakulla	379,989 00	4	2,084 00	218 08	556 48	350 00	.....
Walton	1,188,773 00	3	4,937 99	369 75	943 50	9,365 00	1,600 00
Washington	1,073,468 00	4½	5,497 61	350 90	895 40	5,850 00	485 00
Totals	\$86,593,334 14	.....	\$ 399,755 56	\$ 32,673 83	\$ 84,103 31	\$ 497,249 07	\$ 76,612 72

TABLE NO. 3.

COUNTIES.	Number of white male pupils.	Number of white female pupils.	Salary of Teachers.	Salary of Superin- tendent.	Am't paid Boards Public Instruc- tion.	Incidental expen- ses.
Alachua	1,374	1,277	\$ 26,137 60	\$ 1,200 00	\$ 226 40	\$ 964 06
Baker	404	417	3,310 00	200 00	132 00	75 00
Bradford	1,116	900	1,646 00	420 00	126 80	342 26
Brevard	286	313	5,990 00	500 00	163 00	502 94
Calhoun	270	220	2,250 00	250 00	290 00	10 00
Citrus	269	230	4,126 04	360 00	129 60	126 66
Clay	473	521	6,363 00	510 00	134 80	1,277 19
Columbia	846	792	9,226 74	540 00	138 60	3,072 77
Dade	861	736	1,800 00	300 00	84 00	.....
DeSoto	861	736	7,393 05	491 00	204 00	789 70
*Duval	851	869	2,577 53	1,200 00	202 00	6,435 50
Escambia	1,002	995	17,867 10	900 00	284 00	1,471 04
Franklin	182	193	1,860 00	75 00	72 00	250 00
Gadsden	576	512	10,165 25	600 00	212 80	368 12
Hamilton	648	609	6,256 00	420 00	176 20	356 64
Hernando	248	197	.....	450 00	96 00	443 44
Hillsborough ..	1,329	1,085	18,883 00	1,200 00	234 00	941 59
Holmes	674	610	.....	200 00	63 60	73 00
Jackson	968	871	9,617 00	300 00	.....	316 50
Jefferson .....	.....	.....	11,523 28	600 00	957 19	2,219 32
Lafayette	502	399	4,422 00	200 00	204 00	101 56
Lake	875	926	13,999 74	1,080 00	193 20	663 89
Lee	116	137	.....	250 00	180 40	583 40
Leon	270	270	9,987 50	1,020 00	107 80	178 74
Levy	599	593	6,152 00	600 00	155 40	62 78
Liberty	85	66	979 00	150 00	196 80	189 92
Madison	725	747	8,831 25	774 00	345 00	786 84
Manatee	426	350	1,112 35	500 00	100 00	.....
Marion	1,198	1,088	23,809 50	960 00	248 60	2,601 24
Monroe	445	411	.....	400 00	176 00	.....
Nassau	566	621	10,056 50	620 00	611 20	1,251 08
Orange	901	964	17,467 10	1,300 00	331 10	1,213 71
Osceola	400	385	5,141 90	525 00	85 80	920 58
Pasco	575	585	6,886 25	583 33	173 30	542 03
Polk	1,190	1,080	14,611 00	800 00	600 00	370 00
Putnam	726	732	8,191 50	900 00	210 80	76 00
St. Johns	431	406	7,190 00	600 00	120 10	4,961 81
Santa Rosa	904	848	9,452 75	850 00	179 60	534 66
Sumter	530	463	.....	600 00	107 60	75 80
Suwannee	882	818	8,089 40	600 00	157 10	435 34
Taylor	418	312	2,340 00	200 00	134 40	75 00
Volusia	807	702	17,978 19	740 00	179 00	244 34
Wakulla	245	250	2,660 00	220 00	155 20	125 00
Walton	835	716	5,391 00	100 00	151 00	11 40
Washington ..	760	645	4,665 00	380 00	155 60	725 87
Totals	27,778	25,861	\$ 336,405 52	\$ 25,668 33	\$ 9,185 99	\$ 36,766 72

*This must be for Jacksonville alone.

TABLE NO. 4.

COUNTIES.	Number of Private Schools and Col- leges.	Number of Negro Male Pupils.	Number of Negro Female Pupils.	Number of Negro Teachers.	Number of White Teachers.
Alachua.....	3	1,555	1,637	59	73
Baker.....	2	122	126	5	24
Bradford.....		157	165	9	51
Brevard.....		54	34	5	41
Calhoun.....		100	90	5	17
Citrus.....	2	42	31	3	30
Clay.....		132	131	9	47
Columbia.....	3	663	752	29	49
Dade.....					9
DeSoto.....	1	10	8	1	54
Duval.....	5	1,174	1,292	58	75
Escambia.....	8	677	706	23	
Franklin.....	2				
Gadsden.....	1	1,048	1,054	35	46
Hamilton.....	6	331	361	21	48
Hernando.....		92	124	7	18
Hillsborough.....	2	169	194	9	74
Holmes.....	2	10	10	1	40
Jackson.....		1,251	1,201	31	52
Jefferson.....				32	44
Lafayette.....		12	15	1	41
Lake.....	2	238	198	13	57
Lee.....	4	4	6	1	14
Leon.....	3	1,468	1,781	36	28
Levy.....	4	337	285	14	42
Liberty.....		92	85	7	6
Madison.....		1,055	1,149	27	42
Manatee.....		20	16	1	37
Marion.....	2	1,333	1,466	48	87
Monroe.....	6	354	245	8	17
Nassau.....		380	559	22	47
Orange.....	8	372	378	19	74
Osceola.....	1	26	18	1	24
Pasco.....	6	10	5	1	40
Polk.....		74	83	5	107
Putnam.....	2	605	619	27	57
St. Johns.....	3	256	272	13	37
Santa Rosa.....	10	301	331	8	42
Sumter.....	15	205	219	10	36
Suwannee.....	3	663	672	25	50
Taylor.....		20	23	1	21
Volusia.....	4	273	287	15	57
Wakulla.....		115	115	9	20
Walton.....	15	110	121	4	43
Washington.....		176	184	8	31
Totals.....	127	16,086	17,048	661	1,849

TABLE NO. 5.

COUNTIES.	Amount of Poll Tax Paid in.	Amount of Fines Received.	No. of School Houses Erected 1890.	Cost of Buildings.	Amount of School Furniture Supplied.	Cost of Furniture.	Amount of money Paid for Negro School s.
Alachua.....	\$3732 00	\$ 265 45	17	\$ 4,184 75	desks..... 692	\$ 1,238 10	\$ 9,636 70
Baker.....							
Bradford.....							
Brevard.....	728 00	220 00	3	735 00	desks..... 71	71 00	770 00
Calhoun.....	300 00	30 00					550 00
Citrus.....							
Columbia.....							
Clay.....	1105 00	271 67	4	450 00	desks..... 90	185 75	1,150 00
Dade.....	202 00		2	400 00			
DeSoto.....							
Duval.....	3537 46	5 00	7	2,087 00	desks..... 267	850 00	14,418 00
Escambia.....	none p't	1330 61	6	5,075 95	desks, double... 350	1,186 57	5,400 03
Franklin.....							
Gadsden.....	1285 00	32 50	3	300 00			3,102 00
Hamilton.....	1050 00	582 00	5	650 00	charts..... 20	440 00	1,563 00
Hernando.....							
Hillsborough.....							
Holmes.....							
Jackson.....							
Jefferson.....							
Lafayette.....							
Lake.....	1958 00	137 38			sittings..... 100	150 00	2,016 00
Lee.....							
Leon.....	578 00	345 67	7	838 45	desks..... 104	208 54	5,345 00
Levy.....	975 00	170 00	5	600 00	desks..... 40	80 00	1,500 00
Liberty.....	256 00	9 00	1	265 00	desks..... 19	147 00	405 00
Madison.....							
Manatee.....							
Marion.....							
Monroe.....							
Nassau.....							
Orange.....	3220 00	380 00	7	4,350 00	desks..... 500	1,000 00	3,232 75
Osceola.....							
Pasco.....	596 00	71 25	2	400 00	desks..... 100	402 68	60 00
Polk.....							
Putnam.....	2588 00	278 00	2	9,000 00	desks..... 500	1,000 00	5,885 00
St. Johns.....	1318 00	150 00	6	2,335 00	desks..... 50	50 00	4,214 27
Santa Rosa.....	819 00	58 90					2,555 25
Sumter.....	800 00	689 91	5	642 53	desks and charts, 500	1,168 98	1,313 00
Suwannee.....							
Taylor.....	48 00	95 40	3	150 00	charts..... 32	750 00	480 00
Volusia.....	500 00	104 70	3	2,141 90	seats..... 1700	3,540 08	4,561 24
Wakulla.....	451 00		1	50 00			760 00
Walton.....							
Washington.....	761 00	91 00	4	445 07	seats..... 609	609 30	565 00
			93	\$ 33,004.62		5,744	\$ 12,673.00 \$ 69,782.24

NOTE.—I regret that all the reports for this table could not have been received, but I kept this as long as possible from the printer. It will be seen that only twenty-three of the counties are heard from, and in these \$69,782.24 have been expended for teaching negro schools; of course, the remaining twenty-two counties would largely increase the amount. Ninety-three school houses have been built during the year, costing \$33,004.62; 5,744 sittings have been supplied, at an expense of \$12,673.00. The other columns show the amount of poll tax received by school treasurer, and amount of fines collected and paid in.

TABLE NO. 6.—CENSUS OF SCHOOL POPULATION, 1888.

COUNTIES.	No. of Youth between the ages of 4 and 21.	No. of Youth between the ages of 6 and 21.	No. of Males between the ages of 4 and 21.	No. of Females between the ages of 4 and 21.	No. of White Youth between the ages of 4 & 21.	No. of Colored Youth between the ages of 4 & 21.	No. of Blind Youth between the ages of 4 & 21.	No. of Deaf Mutes between the ages of 4 and 21.	No. of Orphans between the ages of 4 and 21.	No. of half Orphans between the ages of 4 & 21.
Alachua.....	8,763	8,566	4,453	4,319	3,695	5,067	.....	.....	.....	.....
Baker.....	1,245	1,104	663	582	958	287	0	1	5	124
Bradford.....	2,145	1,880	1,139	1,006	1,842	303	0	2	40	307
Brevard.....	1,117	873	524	493	888	129	0	3	26	103
Calhoun.....	875	802	479	396	658	217	0	0	3	71
Clay.....	1,687	1,574	902	785	1,295	392	1	1	53	324
Columbia.....	4,404	3,875	2,342	2,062	2,341	2,063	1	1	72	763
Citrus.....	748	689	441	308	677	72	.....	.....	.....	.....
Dade.....	149	101	77	42	114	5	0	0	2	14
Duval.....	8,039	7,300	4,104	3,935	3,218	4,821	39	22	163	1,240
DeSoto.....	2,043	1,786	1,088	955	2,018	25	0	0	7	216
Escambia.....	5,868	4,991	2,946	2,922	3,254	2,614	1	2	92	750
Franklin.....	715	612	352	361	488	227	0	0	33	160
Gadsden.....	5,091	4,613	2,529	2,562	1,602	3,489	0	12	73	231
Hamilton.....	2,846	2,493	1,474	1,372	1,787	1,059	1	1	37	357
Hernando.....	821	779	415	406	571	250	0	0	7	12
Hillsborough.....	4,014	3,522	2,142	1,882	3,395	619	0	1	94	753
Holmes.....	1,642	1,432	852	790	1,586	56	2	2	31	126
Jackson.....	3,705	2,963	1,944	1,761	1,956	1,749	17	6	105	148
Jefferson.....	7,719	6,793	4,101	3,618	1,430	6,289	1	2	43	459
Lafayette.....	1,480	1,208	828	652	1,412	68	1	1	86	366
Leon.....	9,008	7,672	4,611	4,397	842	8,166	0	1	188	775
Levy.....	1,897	1,626	1,007	890	1,260	637	0	0	26	235
Liberty.....	458	410	239	218	233	225	0	0	4	45
Lee.....	374	316	208	566	367	17	0	0	5	45
Lake.....	2,646	2,401	1,348	1,298	2,022	624	1	2	51	337
Madison.....	4,441	3,959	2,286	2,155	1,865	2,576	0	2	87	488
Manatee.....	702	668	372	330	662	40	0	0	7	89
Marion.....	7,845	6,894	3,976	3,885	3,389	4,472	6	8	212	1,063
Monroe.....	5,979	4,479	2,111	2,368	3,141	1,338	0	0	82	758
Nassau.....	3,450	2,787	1,786	1,664	1,644	1,806	3	6	31	448
Orange.....	3,161	2,870	1,662	1,499	2,378	783	4	0	10	221
Osceola.....	954	917	491	463	879	75	0	0	10	98
Polk.....	2,959	2,708	1,502	1,425	2,667	288	1	0	57	174
Putnam.....	2,940	2,727	1,490	1,450	1,117	1,823	0	0	45	37
Pasco.....	1,311	1,234	716	595	1,299	12	1	0	3	38
St. Johns.....	2,445	2,109	1,036	1,073	1,410	699	0	0	27	133
Santa Rosa.....	2,908	2,469	1,601	1,307	2,170	738	0	2	20	40
Sumter.....	1,452	1,373	795	657	1,019	433	0	0	5	58
Suwannee.....	2,335	2,067	1,251	1,084	1,496	839	3	3	82	402
Taylor.....	1,073	926	590	483	1,021	52	0	0	26	234
Volusia.....	1,972	1,842	1,024	948	1,504	468	0	1	21	193
Wakulla.....	871	752	388	362	556	315	0	2	10	105
Walton.....	1,509	1,275	812	697	1,268	241	0	2	0	0
Washington.....	1,339	1,210	715	624	1,120	219	0	1	35	224
Totals....	129,112	113,647	65,812	63,300	68,514	60,598	83	87	2,016	12,564

LIST OF SUPERINTENDENTS OF COMMON SCHOOLS.

COUNTY.	NAME.	POSTOFFICE.
Alachua.....	W. N. SHEATS.....	Gainesville.
Baker.....	G. R. BLAIR.....	McClenny.
Bradford.....	JOSEPH L. HILL.....	Lake Butler.
Brevard.....	JOHN H. SAMS.....	Courtney.
Calhoun.....	J. H. McCLELLAN.....	Blountstown.
Citrus.....	E. A. HARRISON.....	Lecanto.
Clay.....	E. E. RANKIN.....	Green Cove Springs.
Columbia.....	E. G. PERSONS.....	Fort White.
Dade.....	JOHN CLEMINSON.....	Jupiter.
DeSoto.....	H. E. CARLTON.....	Fort Green.
Duval.....	JOEL D. MEAD.....	Jacksonville.
Escambia.....	N. B. COOK.....	Pensacola.
Franklin.....	WM. T. MARLER.....	Apalachicola.
Gadsden.....	C. E. L. ALLISON.....	Quincy.
Hamilton.....	GEO. J. GRAHAM.....	Jennings.
Hernando.....	DR. J. R. TEMPLE.....	Brooksville.
Hillsborough.....	L. W. BUCHHOLZ.....	Bloomingdale.
Holmes.....	WHITMILL CURRY.....	Izagara.
Jackson.....	WM. M. FARRIOR.....	Campbellton.
Jefferson.....	J. A. WALKER.....	Aucilla.
Lafayette.....	ZACHARIAH JONES.....	New Troy.
Lake.....	JOHN C. COMPTON.....	Tavares.
Lee.....	D. C. KANTZ.....	Fort Myers.
Leon.....	N. W. EPPES.....	Tallahassee.
Levy.....	SHELTON PHILLIPS.....	Bronson.
Liberty.....	T. J. GREGORY.....	Bristol.
Madison.....	R. L. WILLIAMS.....	Madison.
Manatee.....	E. M. GRAHAM.....	Braidentown.
Marion.....	MARION L. PAYNE.....	Ocala.
Monroe.....	C. F. KEMP.....	Key West.
Nassau.....	EPHRAIM HARRISON.....	Dyall.
Orange.....	JOHN T. BEEKS.....	Orlando.
Osceola.....	C. A. CARSON.....	Kissimmee.
Pasco.....	R. M. RAY.....	Dade City.
Polk.....	S. S. NIBLACK.....	Lakeland.
Putnam.....	ALEX. STRAUZ.....	Palatka.
St. Johns.....	PETER ARNOW.....	St. Augustine.
Santa Rosa.....	GEO. W. CURTIS.....	Milton.
Sumter.....	C. WHITFIELD.....	Sumterville.
Suwannee.....	A. W. MIZELL.....	Welborn.
Taylor.....	JOHN R. KELLY.....	Spring Warrior.
Volusia.....	N. S. C. PERKINS.....	DeLand.
Wakulla.....	R. B. FORBES.....	Crawfordville.
Walton.....	JOHN A. CAMPBELL.....	Ponce de Leon.
Washington.....	L. L. CHARLES.....	Vernon.